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ABSTRACT

The Connecticut School Effectiveness Program, a statewide voluntary school improvement program, is described in this report. Information is presented on program activities and services, accomplishments, and areas of concern. The first section discusses the system used to determine individual schools' eligibility for state technical assistance at the priority, support, or advisory levels. Six adaptable steps for putting research into practice are described in the second part. The equity issue is examined in the third section. Based on the belief that all students are capable of learning, the program developed Connecticut Mastery Tests to measure statewide rather than grade level achievement and to build action plans for coping with controllable as well as unchangeable variables. The fourth section looks at the future of the program and discusses such innovations as Chapter 1 and Chapter 2, recent Congressional amendments, restructuring and accountability, and other state initiatives. Ten program recommendations are offered in the final section. Appendices include a map of participating schools, list of school effectiveness services, participating schools and districts, summary profile, Connecticut Mastery Test evaluation, action plan and related activities, progress report, achievement profile, and mathematics objectives. (17 references) (LMI)

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THE SCHOOL EFFECTIVENESS REPORT: HISTORY, CURRENT STATUS, FUTURE DIRECTIONS

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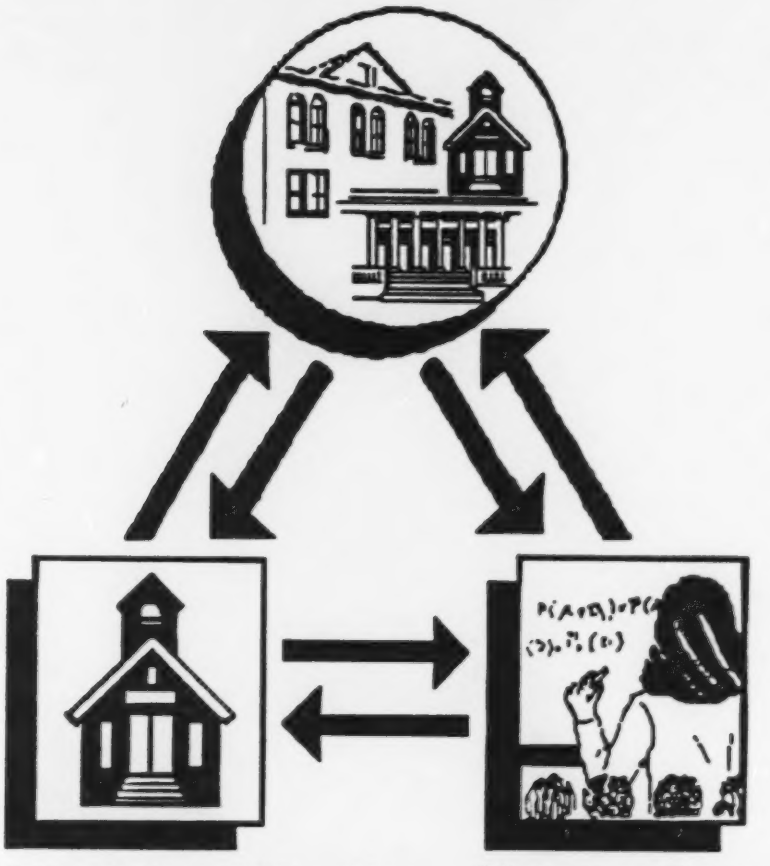

School-Based Direction Classroom Focus

Prepared for Presentation to
The Connecticut State Board of Education

by

The School Effectiveness Unit
Bureau of School and Program Development
Connecticut State Department of Education

February 7, 1989

EA 022 707

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CONNECTICUT STATE BOARD OF EDUCATION
Hartford

TO: Connecticut State Board of Education

FROM: Gerald N. Tirozzi
Commissioner of Education

SUBJECT: The School Effectiveness Report: History, Current Status, Future Directions

We are submitting a report on the history, current status and future directions of the Connecticut School Effectiveness Program. The report is timely for several reasons:

1. The program illustrates our commitment to helping individual schools improve their performance.

2. The program's definition of an effective school reflects the Equal Educational Opportunity Policy Statement of the State Board of Education.

3. The school effectiveness process includes the use of Connecticut Mastery Test scores analyzed separately for low income children.

4. The program reflects the school improvement emphasis of Chapter 1 and Chapter 2 of the Augustus F. Hawkins - Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988.

Connecticut's School Effectiveness Program is voluntary and directs attention to individual schools. The program helps teachers and principals use research-based findings on school improvement and helps them focus on the relationship between equity and student achievement.

Since 1981, 108 schools in 35 districts serving 35,000 students have participated. For the current year, 51 schools in 15 districts are participating.

The action plans for improvement that faculties develop address more effective teaching and more effective learning as well as attention to a safe and orderly environment, clear school mission, high expectations, increased opportunity to learn, monitoring of student progress, instructional leadership and parent involvement.

The report includes recommendations for further collaboration among the school effectiveness program, other state initiatives and federal initiatives under Chapter 2 and Chapter 1.

More detail is provided in the full report which is attached for your review.

Prepared by:

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William J. Gauthier, Jr.
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Bureau of School and Program Development

February 7, 1989

THE SCHOOL EFFECTIVENESS REPORT: HISTORY, CURRENT STATUS, FUTURE DIRECTIONS

CONTENTS

	Introduction	1
A.	Individual Schools Volunteer	2
B.	Research into Practice	3-7
C.	Focus on Equity	7-9
D.	The Next Decade	9-11
E.	Program Recommendations	12
	Bibliography	13

APPENDICES

A1 Map of Participating Schools and Districts 1981-1989

A2 School Effectiveness Services

A3 Participating Districts and Schools 1988-89

A4 Summary Profile

A5 Connecticut Mastery Test Analysis

A6 Action Plan

A7 Action Plan Activities

A8 Progress Report

A9 Achievement Profile

A10 Mathematics Objectives

THE SCHOOL EFFECTIVENESS REPORT: HISTORY, CURRENT STATUS, FUTURE DIRECTIONS

INTRODUCTION

The School Effectiveness Program in Connecticut began with a vision, the belief that schools can be effective for all children. Former State Commissioner of Education Mark Shedd translated that vision through the Comprehensive Plan for Education in 1980. Commissioner Gerald Tirozzi has been strengthening that vision with enabling legislation, new programs, improved services and increased funding.

Connecticut's definition of an effective school is explicit. An effective school is a school which brings low income children to the mastery level which now describes successful performance for middle income children. Mastery is defined as competence in those skills necessary for success at the next grade level. The school effectiveness process emphasizes school-based decision-making, a classroom focus and district office leadership. Collectively, district administrators, teachers and principals can create the conditions for all students to become effective learners.

Connecticut's approach to school effectiveness is a voluntary one. Since 1981, 108 schools in 35 districts, serving 35,000 students, have participated.

The Connecticut School Effectiveness Program began in 1978 when the State Board of Education commissioned a series of "Critical Issue Papers" to address the issues affecting education at that time: "discrimination, shortage of resources, rapid change, the need for an educated citizenry and the problems of scale in both large and small rural school systems" *(Critical Issues in Education, p.7)*. At a symposium in August 1979, Professor Lawrence Lezotte, Michigan State University, presented a paper titled "A Policy Prospective for Improving Urban Education". His paper, based upon his pioneering research with Wilbur Brookover and also the work of Ronald Edmonds, provided the catalyst and the initial design for the Connecticut School Effectiveness Program.

The purposes of this report are to document the activities and services of the school effectiveness program, to highlight the accomplishments, to describe areas of concern and to offer projections and recommendations for the next decade.

Connecticut's program was a first in the nation and a model for others. What are some of its trailblazing features? How has the program adapted to the changing needs of the eighties? How will the program adapt to the needs of the next decade?

The report is divided into five areas: A. Individual schools volunteer; B. Research into practice; C. Focus on equity; D. The next decade, and E. Program recommendations.

A. INDIVIDUAL SCHOOLS VOLUNTEER

Attention to one school at a time places the responsibility for reform where it belongs and with those who must participate in the change process. However, attention to individual schools traditionally had not been the province of state departments of education. By necessity, state education agencies focused most of their attention on the school district and the central office. Moreover, in states where the focus of the state department of education was on regulation and compliance, the presence of state personnel in individual schools could be construed as infringing on local autonomy.

From the beginning, the Connecticut process was voluntary. In the 1980 *Comprehensive Plan*, the terms "engage", "work with" and "promote" emphasized the enabling roles of the department. Initially, five schools volunteered, largely because their principals were somewhat familiar with the effective schools research base, their professional visions reflected the objectives of the program and they welcomed the help the department might offer. The relationships between this core group of principals and their schools and the state consultants were mutually beneficial, each learning from the other and each supporting the other. State facilitators provided information on the research base for effective schools, provided techniques to assess school needs, and helped teachers and principals analyze results and build improvement plans. In turn, the principals and teachers offered the state consultants the natural laboratories to try out and refine needs assessments and group process techniques and to put the research into practice.

By 1983, 25 schools were involved in school effectiveness and the numbers have continued to grow. Since 1981, 108 schools in 35 districts, serving 35,000 students, have participated (A 1). In 1988-89, 51 schools in 15 districts are participating in the program (A 3).

State consultants offer technical assistance to schools in three categories.

Priority The Bureau of School and Program Development provides a full range of services over several years to schools which have a substantial number (at least 25%) of socioeconomically and educationally disadvantaged students. During the 1987-88 school year, 29 participating schools (76%) were in the priority category (A 2).

Support Based on resources and personnel available, the Bureau provides a limited range of services to schools which adopt the Connecticut model for school effectiveness but where there is not a substantial number of socioeconomically and/or educationally disadvantaged students. During the 1987-88 school year, nine participating schools (24%) were in the support category (A 2).

Advisory Based on resources and personnel available, the Bureau provides advisory services as requested to schools and to districts that are implementing other models of school improvement or to schools which renew long-standing school improvement models. During the 1987-88 school year, six schools and seven districts received advisory services.

B. RESEARCH INTO PRACTICE

Wilbur Brookover, Professor Emeritus at Michigan State University, once remarked that "We know what we must do to improve schools but we may not know how to do it." The history of school effectiveness in Connecticut is a history of finding how to do what we know must be done to improve schools. The research-based characteristics of effective schools, outlined in the *Comprehensive Plan of 1980*, provided the initial knowledge base. The set of characteristics which distinguish more effective from less effective schools are: Safe and orderly environment, clear school mission, instructional leadership, high expectations, opportunity to learn and student time on task, frequent monitoring of student progress and home-school relations. However, the characteristics are not unique elements but interact in complex ways to produce a positive cumulative effect.

A way had to be found to help teachers and principals extend their knowledge of the characteristics and to focus on the characteristics for school improvement plans. One of Connecticut's first contributions to the research base was a set of instruments to operationalize the definitions of the characteristics as well as to assess the presence of the characteristics in schools. The Connecticut School Effectiveness Interview and Questionnaire (Robert Villanova, *et al*, 1981) and the Secondary School Development Instrument (Alice Evans, 1983) not only enhanced our understanding of the characteristics but provided a starting point for teachers and principals to begin the process of improving schools.

Most change efforts in education will fail if principals do not understand and support them, if faculties do not view them as relevant to their own goals and if the community and the central office do not provide ongoing encouragement, support and resources. Developing a process to enable schools to achieve the internal capacity for long range self renewal was critical (see William J. Gauthier, Jr., 1983).

Connecticut's school effectiveness process is in part generic and in part unique. It's ultimate strength is its adaptability and flexibility. The school effectiveness process contains these steps:

Initial Contact The initial contacts involve both the volunteering principal and the superintendent. The superintendent must agree to support the principal professionally in the school-based planning process and to provide the necessary time and resources for the action planning team to complete its work. State consultants discuss the program in detail with the principal where it is emphasized that total school participation and collaborative decision making are critical ingredients.

Faculty Orientation Following the superintendent's and principal's agreement to participate, state consultants and the principal introduce the faculty to the school effectiveness research and process. It is emphasized that the program is a long range commitment, tailored to the unique strengths and concerns of the school and that final actions must be decided upon by the faculty.

School Assessment State consultants administer the Connecticut School Effectiveness Questionnaire to the entire faculty, develop a profile of results (A 4) and produce profiles of achievement data analyzed separately for low income and all other students (A 5). The data are shared first with the principal and together the principal and the state consultants develop strategies for sharing the data with the entire faculty. The state consultant does not interpret the results but helps the faculty understand and draw inferences from the data.

Developing the Action Plan The principal and a school action planning team of seven or eight teachers go to a site away from the school for two or three days to build action plans for improvement based upon the school assessment (A 6). During the institute the team begins to develop the collaborative decision-making skills and the leadership strategies necessary to enlist the participation of the rest of the faculty to carry out the school improvement plans. Action plan activities for schools which participated in the program in 1987-88 can be found in A 7.

There are predictable patterns to the action plans. Schools that are new to the program and do not have a clear school mission statement, and most do not, appropriately begin by developing a mission statement. It is a good place to begin because the activity can be completed in a relatively short time, the activity requires the involvement of the total staff as well as parents and students and the activity results in a tangible product that can be displayed in halls, classrooms and handbooks. Furthermore this mission statement can serve as the driving force for instructional improvement. It is the glue that holds everything together. Revising discipline policies and handbooks is another popular starter activity for many of the same reasons. Increasing parent involvement, raising expectations and providing increased opportunities to learn require longer periods of time and may involve staff development and other resources. Action plans addressing improved achievement and instruction extend beyond one or two years and require the greatest concentration of time and resources.

Implementation During the implementation phase, state consultants identify and link schools with other resources both within and outside the state department and initiate support groups and networking activities. The school effectiveness process creates the climate for improvement among teachers and principals - they become willing to change what they have been doing if the outcomes have not been successful. At this point in the process, it is extremely important to link teachers and principals with appropriate staff development opportunities to improve knowledge and skills. Without effective staff development, the potential of the improvement process in never realized.

For example, when a faculty, after data gathering, analysis, discussion and soul searching, decide that the instructional program in reading has not been effective, appropriate staff development opportunities must be provided for meaningful change to take place.

The school effectiveness program, during its early years, created the motivation and readiness for change but was hampered greatly by the dirth of resources for appropriate staff development. The findings from *An Evaluation of School Effectiveness Programs in Connecticut (1984)* showed that changes were less likely to occur in "areas addressing particular teaching and other classroom practices. The implication is that instructional changes may require more focused and intensive staff development and may take longer to accomplish "(p. 55).

The evaluation concluded that ". . . there has been little suggestion that the program is a bad idea or on the wrong track. Where it has been tried, it is more likely that school faculty will complain that the program lacks the resources to fulfill its promises. Where it has been successful, it is usually because someone or some group within the school district had been strong enough to make it happen" (p.57). The findings from this evaluation have been used to improve the program.

The times have changed, and the changes have served to strengthen the goals of the school effectiveness program in Connecticut. The more recent initiatives by the State Board of Education and the Legislature give schools more of the resources needed. Through the Institute for Teaching and Learning, the Principals' Academy, the mandate and accompanying funds for local staff development plans, the Priority School District program and the accessibility of State Department of Education curriculum consultants, resources now are available to link teachers and principals with appropriate and effective training activities.

Evaluation and Rejuvenation As action plans are completed, schools document their progress (A 8) and use the results to build new action plans. The improvement process is cyclical and ongoing. State consultants continue serving schools until there is evidence of the following: satisfactory completion of at least three action plans, institutionalization of the school-based planning process, and significant progress toward mastery of basic skills by all students.

During the 1987-88 school year, four consultants in the School Effectiveness Unit spent 871 hours in 43 schools in 13 districts (A 2). Since 18 of the schools were in the first year of the process, for almost half the time (47%) consultants conducted action-planning institutes. The remaining time was divided among implementation, helping staff complete action plans (18%) data management, producing and analyzing achievement profiles (15%); resource coordination, linking staff with other resources and networking opportunities (10%), and orientation, introducing staff to the school effectiveness research and improvement process (9%).

Testimonies From Staff Members

What do participating teachers and principals say about the school effectiveness program? Several comments follow.

"The effective schools program has made a positive impact. Much progress has been made." Staff, Buckley Elementary School, Manchester

"This program has allowed our staff to organize the way we do business. Teachers feel important and are empowered to make decisions concerning the school." Staff, Robert J. O'Brien Elementary School, East Hartford.

"Pitkin now has comprehensive developmental programs in the areas of writing and school discipline and a mechanism to increase communication and understanding between the regular and special education teachers." Staff, Governor William Pitkin School, East Hartford.

"The John B. Stanton School is a much better place to teach in and learn in since the Effective Schools' program was introduced in 1984. There is a definite change in the attitude of the staff and the students. Teachers take and active role in planning the instructional needs of the children. They are also involved in their own professional development. These are very healthy

signs and are indicators that this school will continue to improve and update its programs for the future." Staff, John B. Stanton School, Norwich.

"The most notable effect of the program is that the focus of the school (students, teachers, parents) is more success oriented. Because of the emphasis on positive achievement (academic and social), students take more pride in their school, discipline problems have decreased, and, because success breeds success, student achievement has increased steadily." Staff, Greeneville Elementary School, Norwich.

"The effective schools program is of value to a staff in recognizing areas in their school that need improvement. It becomes an open forum, giving the staff and administration an opportunity to be honest with each other in accomplishing common goals. The enthusiasm that is experienced is refreshing and brings cohesion to a staff." Staff, Kelly Junior High School, Norwich.

"We have found the process to be extremely beneficial in two ways. First, through self assessment, areas of concern were identified and we have been able to make improvements in those areas. Secondly, we are learning how to apply the process to other problem solving areas." Staff, Uncas Elementary School, Norwich.

"No matter what issue is focused on, everyone has to work together to achieve resolution. Thus, a mechanism exists to identify and resolve any issue related to the school setting." Staff, Regional Occupational Training Center, Manchester.

"The process empowered faculty and parents to make a good school better. The process allowed for an honest look at where we were and where we wanted to be." Staff, Academy Elementary School, Madison.

"Even during our first year participation, we saw a definite increase in the enthusiasm of staff, parents and students and a more pronounced feeling of individual "ownership" of our school. The action planning team has taken a real leadership role in the school. The shared decision-making inherent in the process has been very effective." Staff, Robertson Elementary School, Manchester.

"It was extremely insightful for me to have this program information available as soon as I came on board as the new administrator. I became immediately aware of the issues which my staff perceived as both areas of strength and areas in which improvement was needed." Staff, Anna E. Norris Elementary School, East Hartford.

"The effective schools program has done much more than we thought was its original intention. Through the process we have developed an ongoing evaluative process which serves to address a variety of educational, social and academic needs for our school community. Teachers have generated a good deal of interest in the process and have contributed a wealth of information and ideas. Analysis of the three year program has revealed significant improvements in the areas targeted as in need of change." Staff, William A. Buckingham School, Norwich.

Bibliography

During the eighties we have witnessed a major revolution in educational research and our understanding of some of the factors that directly influence learning. Although the research on the effects of schooling and on the effects of instruction do not offer a "quick fix" nor an easy solution to the complex problems of elementary and secondary education, there is accumulating evidence about what works in schools. Further Connecticut contributions have been not only in translating the research into practice but also in contributing to the literature base. The bibliography (p.13) contains writings about the Connecticut School Effectiveness Program.

C. FOCUS ON EQUITY

Much of the educational thinking of the 1970's was in response to the *Equality of Educational Opportunity* study of 1966 by the U.S. Office of Education. The conclusions of the study were that schools cannot make a difference for children from disadvantaged backgrounds. Some educators used the study's conclusions to justify low levels of achievement for low income children. Other educators were motivated by the study's conclusions to gather additional evidence by visiting schools and classrooms and by applying innovative analysis techniques to reexamine achievement data. The conclusions from these further studies were that schools do make a difference and that the particular school one attends makes a substantial difference.

The effective schools philosophy is based on the belief that all-not a few, not most, but all-students can learn. Connecticut's definition of an effective school is a school which brings low income children to the mastery level which now describes successful performance for middle income children and brings all children to a satisfactory level of achievement. The Policy Statement on Equal Educational Opportunity, adopted by the State Board of Education (October, 1986), strengthened the program definition. The third paragraph of the policy statement says that:

> Evidence of Equal Educational Opportunity is the participation
> of each student in programs appropriate to his or her needs
> and the achievement by each of the state's student sub-populations
> (as defined by such factors as wealth, race, sex or residence)
> of educational outcomes at least equal to that of the state's
> student population as a whole.

Connecticut's school effectiveness program began at a time when norm-referenced standardized tests were the only measures of achievement in the schools. To illustrate the dimensions of Connecticut's definition of an effective school, state consultants developed a profile to show the distribution of scores for low income students and for all other students (A 9). Since results were not scored separately by social class, a considerable amount of hand calculating was necessary to produce the profiles.

The concept of "disaggregated data" was introduced by Ronald Edmonds who, in his tenure as a Harvard professor, reanalyzed achievement scores from the *Equality of Educational Opportunity* study to show that all low income children were not performing poorly and some schools were more effective than others in teaching low income children. One of the first profiles to display disaggregated data was developed in Connecticut (see Joan Shoemaker in Brookover, 1982, p.248).

Although the disaggregated Connecticut profiles documented well the disparities between low income and all other children, the instability and the lack of curricular relevancy of norm-referenced tests made evaluation of the school effectiveness process exceedingly difficult. In the *An Evaluation of School Effectiveness Programs in Connecticut (1984),* results from the first fifteen schools which participated in the program showed that the proportion of low income students below the 30th percentile had declined over time and the gap between low income and all other students narrowed (p.40). However, the evaluation also revealed the instability over time of norm-referenced results.

The development of the Connecticut Mastery Tests was a boon to the school effectiveness program and their potential is just beginning to be realized as subgroup analyses by race, gender and income are being made available. Effective schools have well defined curricular goals and objectives, teachers who agree to teach the goals and objectives to all students, books and materials which support the goals and objectives and valid instruments to measure progress. If the Connecticut Mastery Tests can complete the link between what is taught and what is learned, their potency is enormous.

To help faculties use the Connecticut Mastery Tests to their fullest potential, school effectiveness consultants conduct workshops around three themes: the concept of schoolwide achievement, the use of the mastery standard and analysis by subgroups.

Most standardized tests are selected, administered and interpreted according to students' grade levels. National norms are expressed in grade level equivalents or grade level percentile ranks. The Connecticut Mastery Tests were designed to transcend grade level boundaries. The tests were intended to serve as schoolwide indicators of achievement, measured at particular points in time; beginning of fourth grade, beginning of six grade and beginning of eighth grade. Although all teachers from kindergarten through grade eight are expected to address the objectives in their curriculum, most faculties need help in understanding the concept of schoolwide rather then grade level achievement.

The most common use of test results in Connecticut's schools is the identification of students for remedial assistance. The practice reflects a necessary but by no means sufficient use of mastery test results. The Connecticut Mastery Tests are intended to provide information to improve instruction for all students and when the mastery standard is applied to each objective, the test provides implications for instructional activities for all students.

With the availability of subgroup scores, faculties now can be helped to examine, objective by objective, differences and similarities by race, income and gender. Subgroup scores can indicate strengths, and equity, when the objective is mastered by all subgroups, and disparities when the objective is mastered by one subgroup but not by all subgroups (A 10).

Following the analysis of the scores, school effectiveness consultants help faculties build action plans for achievement based upon the results. Faculties ponder two key questions: 1. Why are some objectives not being mastered by all students? 2. What activities or changes in practice might contribute to greater mastery by all students?

Answers to the first question usually fall in one of two categories. In the first category are alterable variables over which the school has control such as inclusion and emphasis in the

curriculum, amount of instructional time, effectiveness of teaching techniques, organization of students for instruction and availability and use of appropriate materials. In the second category of answers to the first question are those which schools cannot change because they relate to home and family background. To build action plans for achievement, faculties must direct their attention to those conditions which can be changed, a much longer list in most schools, than those conditions over which schools have little or no control.

D. THE NEXT DECADE

How will Connecticut's School Effectiveness Program adapt to the issues of the next decade? There are several opportunities: Chapter 2, Chapter 1, Restructuring and Accountability; and other state initiatives.

Chapter 2 In the Spring of 1988, Chapter 2 of the Education Consolidation and Improvement Act 0f 1981 was reauthorized in the U.S. Congress as the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988. The Act, in effect from October 1, 1988 to September 30, 1993, provides entitlement funds to every school district in Connecticut. The change in title from "Consolidation and Improvement" in 1981 to "Elementary and Secondary School Improvement" in 1988 is noteworthy. The legislation states explicitly that "school effectiveness can be increased through effective schools programs to improve student achievement, student behavior, teaching, learning, and school management" (Sec. 1501). The act encourages local districts to use their entitlement funds to support school effectiveness programs and activities and requires state departments of education to use at least 20% of their Chapter 2 state setaside funds to support school effectiveness activities.

The Chapter 2 amendments not only give official endorsement to the effective schools concepts and ideas, they also provide the first source of money available to all school districts and state departments for effective schools programs. Because of Connecticut's long history of school effectiveness activities, much of the school effectiveness language in the new legislation reflects Connecticut's program, and Connecticut is already providing the school effectiveness services which all states will be required to provide. Furthermore, the same state consultants who comprise the school effectiveness unit also manage the state's Chapter 2 program. This organizational structure puts Connecticut, once again, in a leadership position to carry out the intentions of the new legislation.

Chapter 1 Chapter 1 of the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988 has equally significant implications for the school effectiveness program in Connecticut. The new Chapter 1 amendments emphasize the importance of the total school instructional program to improve achievement in contrast to previous emphases on the identification of students in need of remedial assistance. In addition, the new amendments will require state departments to provide technical assistance to schools to help schools build school-based improvement plans where students do not show growth. The amendments provide the impetus, the encouragement and the opportunity for the Compensatory Education Unit and the School Effectiveness Unit to work together to serve the most needy schools in Connecticut.

The partnership will benefit both units. One of the strengths and also one of the disappointments of the school effectiveness program is its voluntary nature. Schools who volunteer have the necessary willingness and commitment to benefit from the program. But the most needy schools

usually do not volunteer for school improvement programs. In the September, 1988 Report to the State Board of Education on "Three Perspectives on the Educational Achievement of Connecticut Students," in 14 schools where the percentage of low-income students ranges from 91-100, only 23.4% of the fourth grade students achieved at or above the composite remedial index on the Connecticut Mastery Test. These schools did not volunteer to participate in the school effectiveness program. Each unit needs the help and support of the other, in addition to other state instructional and staff development consultants, to provide schoolwide, instructionally focused technical assistance to the most needy schools.

Restructuring and Accountability Accompanying the rejuvenation of the effective schools language are ideas which extend the effective schools concepts, such as "restructuring" and "accountability". Each of the new terms can serve to strengthen the conceptual base for effective schools programs.

Restructuring implies that school improvement is not enough to save the most needy schools because the structure of the organization is inherently faulty. The new literature opens to question all aspects of schooling--the allocation of time, the organization of students for instruction, the assignments and duties of teachers, the scope and sequence of the curriculum, the techniques of instruction, the methods of governance and the dimensions of leadership .

The thinking is provocative and stimulating and serves to reinforce the power of the individual school as the force for change. Also, the new thinking strengthens the importance of the baseline characteristics; climate, vision, expectations, leadership, involvement and opportunity. In particular, the new research on the grouping of students for instruction and the accompanying literature on cooperative learning provide excellent ideas for discussion and staff development within the school effectiveness process.*

Connecticut is well prepared for the renewed emphasis on accountability, and the Connecticut Mastery Tests now can provide the missing evidence on the impact of the school effectiveness program. As more participating schools build action plans for achievement based upon disaggregated mastery test scores, the impact of the program, finally, can be appropriately measured.

The issue of accountability, however, remains problematic at the high school. Almost no high schools in Connecticut can reliably and validly answer the question: "Are all students learning?" In those few high schools where faculty are ready and willing to examine the issue, state consultants have encouraged the development of common, departmental, criterion-referenced tests as one measure for all students. Other sources for high school accountability are analysis of student grades to document patterns of success and failure across subject areas and the variety of indicators collected annually by the State Department of Education (see "Indicators of Success," 1988). High school accountability is, indeed, an issue for the 90's.

*Since a review of the literature on restructuring is beyond the scope of this report, the reader is referred to the writings of John Chubb, Jeannie Oakes, Albert Shanker, and Robert Slavin as examples and to the monthly issues of *Educational Leadership*, the journal of the Association for Supervision and Curriculum Development, and *Phi Delta Kappan*, the journal of Phi Delta Kappa.

State Initiatives Other extensions of Connecticut's school effectiveness program include continued collaboration with the Priority School District program, the dropout prevention program, increasing assistance to central office personnel, coordination with the New England Association of Schools and Colleges, and coordination with the U.S. Department of Education School Recognition Program. Consultants in the School Effectiveness Program and the Priority School District Program collaborate in a variety of ways: school effectiveness programs are written into priority school district proposals in several districts, the two programs sponsored jointly the School and District Effectiveness Conference in March, 1988 and two workshops on effective teaching in previous years, and consultants share ideas and strategies to help the most needy schools in the most needy districts.

The degree and nature of central office involvement can facilitate or can inhibit school based changes. The message is clear. Central office administrators must be actively involved in the school effectiveness process. During the 1987-88 school year, state consultants spent 212 hours in seven districts with central office administrators providing orientation and technical assistance in data management, planning and evaluation (A 2).

All Connecticut high schools and increasing numbers of elementary and middle schools participate in the accreditation process of the New England Association of Schools and Colleges. This school year, in two elementary schools, state consultants are integrating the follow-up activities of the accreditation process with the school effectiveness process. One of the results is the development of action plans based upon the recommendations of the visiting committee. Similar follow-up activities in two high schools are scheduled for the 1989-1990 school year.

Over the years, the criteria for school recognition by the U.S. Department of Education has come to more closely resemble the criteria for school effectiveness, and over the years, Connecticut has had increasing numbers of schools achieving national recognition (7 of 8 nominees in 1988). School effectiveness consultants have offered support to the program by providing technical assistance to schools completing applications and helping with the review process.

E. PROGRAM RECOMMENDATIONS

1. Continue to offer the full range of technical assistance to schools who volunteer to participate in the school effectiveness program.

2. Add Connecticut's most needy schools to the list of participants by joining with the Compensatory Education Unit and consultants in the Bureau of Curriculum and Staff Development to develop procedures to implement the requirements of the new Chapter 1 Amendments.

3. Encourage actively the use of Chapter 2 entitlement monies for school improvement and offer technical assistance where needed.

4. Encourage and help all participating schools to build action plans to improve achievement based upon the Connecticut Mastery Test results.

5. Encourage and help high schools to develop procedures for valid and reliable measurement for all students.

6. Continue to work closely with central office supervisors to support their involvement in effective schools activities and coordinate central office activities with Priority School District initiatives.

7. Extend the Connecticut School Effectiveness instruments of the 80's to accommodate the new research ideas moving into the 90's

8. Continue to integrate other school-based programs of recognition and accreditation into the school effectiveness process.

9. Report annually to the Commissioner and the State Board of Education on the progress of the program.

10. Stay flexible, adaptive and accommodating.

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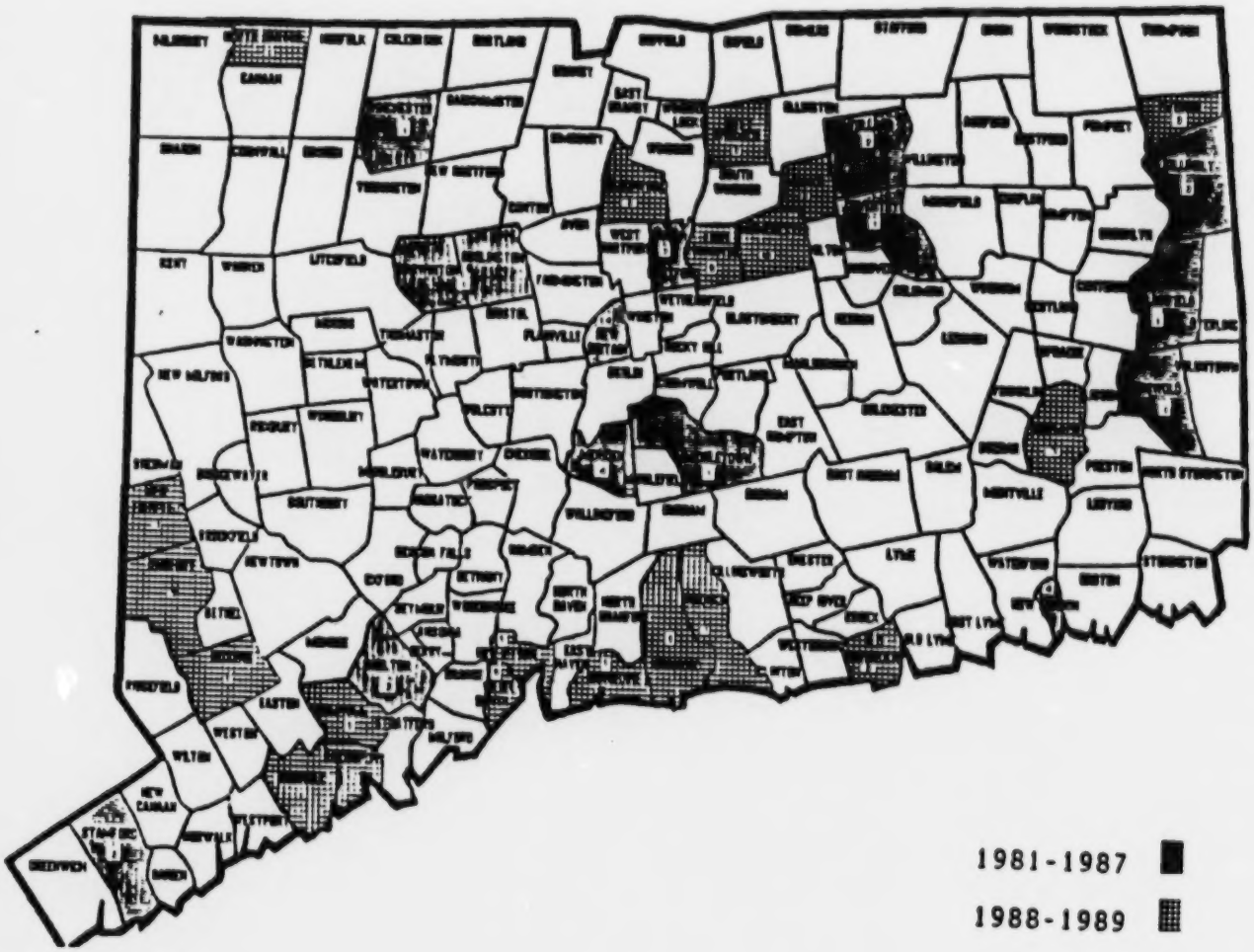
CONNECTICUT SCHOOL EFFECTIVENESS PROGRAM
PARTICIPATING SCHOOLS AND DISTRICTS



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SCHOOL EFFECTIVENESS SERVICES

July 1, 1987 - June 30, 1988

Priority and Support Services

Status Priority Support	Districts	Schools Elementary Middle High	Students	Orientation	Data Management	Planning & Evaluation	Resource Coordination	Implementation Assistance	Total Consultant Hours
					HOURS				
S	Branford	1 HS	1100		1	2		1	4
P	Bridgeport	3 HS 1 EL	4636	11	20	47	57	57	192
S	Danbury	4 EL	1380	4	11	39			54
P	East Hartford	9 EL	3211	9	30	27	2	9	77
S	Madison	1 EL	240	4	1	16	1	8	30
4S 4 P	Manchester	8 EL	2811	11	33	133	9	37	223
P	Norwich	4 EL	1265	9	16	46	2	5	78
P	Putnam	1 EL 1 M 1 HS	1495	20	4	4			28
P	No Canaan	1 EL	360		1	18	2	5	26
P	Vernon	1 EL	369	3	6	27			36
P	West Haven	4 EL	1279	8	9	42	8	32	99
P	Winchester	1 EL	300		2			1	3
P	Voc Tech.	2 HS	1652			12	3	6	21
TOTALS	13	43	20,098	79 (9%)	134 (15%)	413 (47%)	84 (10%)	181 (18%)	871 Consultant Hours

Advisory and District Services

Advisory	5	6		8	5	24	3	1	41 Consultant Hours
Districts	7			71	67	49	8	17	212 Consultant Hours

CONNECTICUT STATE DEPARTMENT OF EDUCATION
BUREAU OF SCHOOL AND PROGRAM DEVELOPMENT

SCHOOL EFFECTIVENESS UNIT
PARTICIPATING DISTRICTS AND SCHOOLS
1988-89

DISTRICT	SCHOOL	ENTRY	SERVICE	CONSULTANT	STUDENTS
BLOOMFIELD	METACOMET EL.	10/85	ADVISORY	LAPPERT	234
	HIGH SCHOOL	09/85	ADVISORY	FREEDMAN SHOEMAKER	886
BRANFORD	HIGH SCHOOL	09/86	SUPPORT	WATERMAN	1100
BRIDGEPORT	BASSICK HIGH	03/85	PRIORITY	FREEDMAN	907
	CENTRAL HIGH	03/85	PRIORITY	LAPPERT	1715
	HARDING HIGH	10/85	PRIORITY	WATERMAN	1166
	CURIALE EL.	12/87	PRIORITY	FREEDMAN	848
	(TO BE NAME[illegible]	88-89	PRIORITY	SHOEMAKER	400*
	(TO BE NAMED)EL.	88-89	PRIORITY	SHOEMAKER	400*
DANBURY	MILL RIDGE PRIMARY	06/88	PRIORITY	FREEDMAN	338
	PEMBROKE EL.	10/87	PRIORITY	LAPPERT	386
	PARK AVE. EL.	11/87	PRIORITY	LAPPERT	356
EAST HARTFORD	GOODWIN EL.	88-89	PRIORITY	LAPPERT	432
	HOCKANUM EL.	10/85	PRIORITY	LAPPERT	304
	LANGFORD EL.	10/86	PRIORITY	LAPPERT	290
	MAYBERRY EL.	88-89	PRIORITY	LAPPERT	324
	NORRIS EL.	10/86	PRIORITY	LAPPERT	299
	O'CONNELL EL.	88-89	PRIORITY	LAPPERT	250
	O'BRIEN EL.	11/87	PRIORITY	LAPPERT	558
	PITKIN EL.	12/86	PRIORITY	LAPPERT	432
	SILVER LANE EL.	01/84 88-89	PRIORITY	LAPPERT	322
GUILFORD	BALDWIN MIDDLE	08/86	ADVISORY	WATERMAN	393
MADISON	ACADEMY ST. EL.	01/87	SUPPORT	WATERMAN	240
MANCHESTER	BOWERS EL.	10/87	SUPPORT	FREEDMAN	473
	BUCKLEY EL.	10/87	SUPPORT	WATERMAN	394
	KEENEY EL.	88-89	SUPPORT	SHOEMAKER LAPPERT	444
	MARTIN EL.	10/87	SUPPORT	LAPPERT	274
	NATHAN HALE EL.	88-89	PRIORITY	SHOEMAKER	486
	ROBERTSON EL.	10/87	PRIORITY	LAPPERT	366
	REGIONAL O.T.C.	10/87	PRIORITY	WATERMAN	88
	VERPLANCK EL.	05/87	PRIORITY	SHOEMAKER	438
	WADDELL EL.	10/87	PRIORITY	SHOEMAKER	460
	WASHINGTON EL.	10/87	PRIORITY	FREEDMAN	318

*ESTIMATED

06/88

DISTRICT	SCHOOL	ENTRY	SERVICE	CONSULTANT	STUDENTS
NEW FAIRFIELD	MEETING HOUSE HILL EL.	88-89	SUPPORT	WATERMAN	725
NORTH CANAAN	NORTH CANAAN EL.	06/87	PRIORITY	WATERMAN	360
NORWICH	BISHOP EL.	88-89	PRIORITY	SHOEMAKER	171
	BUCKINGHAM EL.	11/86	PRIORITY	LAPPERT	395
	STANTON EL.	88-89	PRIORITY	FREEDMAN	334
	UNCAS EL.	10/87	PRIORITY	FREEDMAN	276
	VETERAN'S MEM. EL.	12/85	PRIORITY	FREEDMAN	311
	WEQUONNOC EL.	12/87	PRIORITY	SHOEMAKER	283
	(TO BE NAMED) EL.	88-89	SUPPORT	SHOEMAKER	300*
OLD SAYBROOK	GOODWIN	88-89	ADVISORY	LAPPERT	439
	MAIN ST.	88-89	ADVISORY	LAPPERT	478
	HIGH SCHOOL	88-89	ADVISORY	LAPPERT	453
PUTNAM	PUTNAM EL.	03/87	PRIORITY	WATERMAN FREEDMAN	593
	PUTNAM MIDDLE	03/87	PRIORITY	WATERMAN	414
	PUTNAM HIGH	03/87	PRIORITY	WATERMAN	488
REDDING	REDDING EL.	88-89	SUPPORT	WATERMAN	580
REGIONAL SCHOOL DISTRICT NO. 9	JOEL BARLOW HIGH	07/87	ADVISORY	WATERMAN	741
SHELTON	ELIZABETH SHELTON EL.	11/84	ADVISORY	WATERMAN	400
TRUMBULL	BOOTH HILL EL.	88-89	SUPPORT	LAPPERT	381
VERNON	CENTER ROAD EL.	01/83 05/88	ADVISORY	FREEDMAN	655
	LAKE ST. EL.	01/83 88-89	ADVISORY	FREEDMAN	372
	MAPLE ST. EL.	11/82 03/88	PRIORITY	FREEDMAN	369
VO-TECH	BULLARDS HAVENS HIGH	88-89	PRIORITY	WATERMAN	1246
	WILCOX TECH HIGH	06/86	ADVISORY	WATERMAN	865
	WRIGHT TECH HIGH	06/86	PRIORITY	WATERMAN	787
WEST HAVEN	MACKRILLE EL.	11/87	PRIORITY	WATERMAN	260
	MOLLOY EL.	10/86	PRIORITY	WATERMAN	332
	STILES EL.	04/87	PRIORITY	WATERMAN	272
	THOMPSON EL.	10/86	PRIORITY	FREEDMAN	415

*ESTIMATED 06/88

CONNECTICUT STATE DEPARTMENT OF EDUCATION
BUREAU OF SCHOOL AND PROGRAM DEVELOPMENT

SCHOOL EFFECTIVENESS UNIT
PARTICIPATING DISTRICTS AND SCHOOLS
1988-89

Priority and Support Services
SUMMARY

DISTRICTS	SCHOOLS	ENTRY		SERVICES	STUDENTS
15	43 EL	N	Year	41 PRIORITY (80%)	24,100
		15	88-89	10 SUPPORT (20%)	
	1 M	18	87-88		
	7 High	11	86-87		
	51 TOTAL	7	85-86		

ADVISORY SERVICES
SUMMARY

DISTRICTS	SCHOOLS
5	6 EL
	1 M
	4 High
	11 TOTAL

THE CONNECTICUT SCHOOL EFFECTIVENESS QUESTIONNAIRE
SUMMARY PROFILE

District School House . Cycle 1 Analysis run

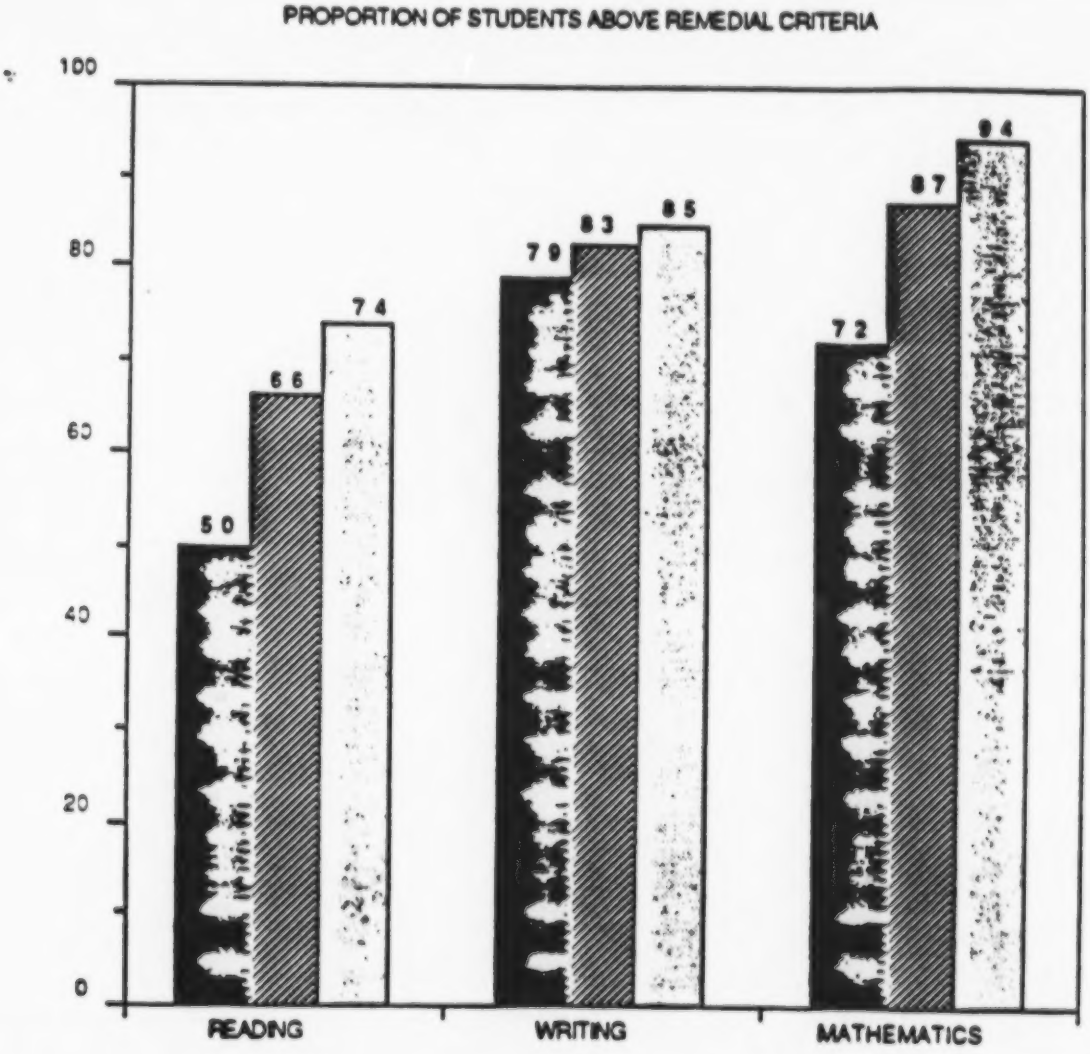
HIGH EXPECTATIONS

		SD (1)	D (2)	U (3)	A (4)	SA (5)	Total	Mean
3.(R)	In this school there is no relationship between disciplinary problems and student ability or achievement	7%	37%		52%	4%	27	3.07
12.	When introducing a new concept in reading, instruction is often directed to a large, heterogeneous group of students. .	25%	42%		25%	8%	24	2.50
18.	Ninety-five to one hundred percent of students in this school can be expected to complete high school	8%	38%	15%	31%	8%	26	2.92
27.(R)	All teachers in this school hold consistently high expectations for all students		7%	4%	41%	48%	27	4.30
38.	Ninety to one hundred percent of students are expected to master all basic skills at each grade level.		7%		67%	26%	27	4.11
51.(R)	When introducing a new concept in mathematics, instruction is often directed at a large heterogeneous ability group. .	40%	48%		8%	4%	25	1.88
74.	Teachers believe that all students in this school can master basic skills as a result of the instructional program . . .		11%	4%	67%	19%	27	3.93
77.	Teachers in this school believe they are responsible for all students mastering all basic skills at each grade level. . .		15%	11%	56%	19%	27	3.78
80.	Teachers see to it that all children have equal opportunity to respond and answer questions in class	4%	28%	4%	36%	28%	25	3.56
83.	The number of low-income children retained in grade is proportionately equivalent to other children retained . .		8%	19%	62%	12%	26	3.77
85.	Teachers believe that a student's home background is not the primary factor that determines individual student achievement in this school.		22%	4%	56%	19%	27	3.70
100.	Students not mastering basic skills are frequently retained in grade.	4%	20%	4%	72%		25	3.44
	Totals	7%	21%	5%	48%	16%	313	3.43

SAMPLE PAGE

CONNECTICUT MASTERY TEST
ANALYSIS BY SOCIOECONOMIC STATUS

· ANYTOWN SCHOOL DISTRICT



TEST DATE 1988 GRADE 8

LOW INCOME	N= 9 OR 33%
OTHER INCOME	N=18 OR 67%
TOTAL	N=27

Low Income
Total
Other Income

THE CONNECTICUT SCHOOL EFFECTIVENESS PROJECT
ACTION PLAN # 1

District Anytown Date October 15, 1987

School Anytown Middle Focus Student Writing

A. PROBLEM/NEED STATEMENT
Too small a percentage of sixth and eighth graders scored above the remedial cut off in the area of writing on the State Mastery Tests.

B. ACTION OBJECTIVE:
There will be a significant improvement by sixth and eighth graders in writing scores on the State Mastery Tests.

C. EVIDENCE OF ATTAINMENT OF OBJECTIVE:

Eighty percent of sixth and eighth graders will score above the remedial cut off in the area of writing on the State Mastery Tests.

D. ACTION STEPS TO ATTAIN OBJECTIVE	E. PERSONS RESPONSIBLE	F. TIME SCHEDULE	G. EVIDENCE OF ACTION STE ACCOMPLISHMENT
1. Action plan is discussed and amended by total school staff.	School Planning Team (SPT)	Oct. 22, '87	1. Amended action plan
2. Establish a committee to implement the action plan.	SPT	Oct. 22	2. List of committee members and chairper
3. Obtain and examine the State Mastery Test Scoring Guide and District Language Arts Curriculum Guide.	Writing Committee	Nov. 05	3. Test Scoring Guide a Curriculum Guide are obtained
4. Develop a list of writing skills which should be mastered by students at each grade level at this school.	Writing Committee	Dec. 04	4. Printed List of Writ Skills
5. Present list to and receive feedback from the staff.	Writing Committee	Dec. 10	5. Written staff commen
6. Obtain input from the District Language Arts Coordinator.	Writing Committee	Jan. 7, '88	6. Input received
7. Refine list of writing skills for students at this school.	Writing Committee	Jan. 15	7. Refined list of skil
8. Develop measures for monitoring improvement in the identified writing skills.	Writing Committee with assistance from District Language Arts Coordinator	Jan. 29	8. Draft copy of measur

9. Present measures to and receive feedback from the staff.	Writing Committee	Feb. 8	9. Feedback obtained
10. Develop finalized set of measures.	Writing Committee	Feb. 15	10. Printed measures
11. Investigate consultants who would present workshops on teaching the writing skills.	Writing Committee	Jan. 29	11. List of consultants
12. Select presenter for workshops.	Writing Committee and Staff	Feb. 15	12. Printed program
13. Hold workshops for school staff.	Consultant	Beginning Feb. 29	13. Workshops held
14. Implement the techniques for teaching the writing skills.	School staff	March 1	14. Techniques are implemented in class rooms
15. Monitor improvement in student writing in all grades.	School staff	Ongoing-remainder of school year	15. In-class monitoring is conducted
16. Collect evidence of attainment of the action objective.	School staff (Fall testing)	Sept. 30	16. Evidence collected
17. Evaluate attainment of the action objective.	Writing Committee	Nov. 18	17. Evaluation conducted
18. Transmit results of evaluation to the School Planning Team.	Writing Committee	Dec. 02	18. Results received by SPT
Repeat steps #14-18 during succeeding school year			

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CONNECTICUT SCHOOL EFFECTIVENESS PROGRAM

ACTION PLAN ACTIVITIES

DISTRICT	SCHOOL	CHARACTERISTIC	ACTIVITY
1. Bloomfield	Metacomet	A. Safe and Orderly Environment B. Student Achievement/Instruction	A. Revised student handbook distributed on the first day of school B. Reading instruction reorganized by concentrating staff assignments and eliminating pullouts
2. Branford	Branford H. S.	A. Safe and Orderly Environment B. High Expectations C. Instructional Leadership	A. Attendance policy developed, approved by staff and the Board B. Grading policy developed, approved by staff and presented to the Board C. Procedures for the assignment of teachers to classes developed and implemented
3. Bridgeport	Bassick H.S.	A. Home-School Relations B. Student Achievement/Instruction C. School Climate	A. Improved communications between the school and parents through meetings and written messages B. Study skills introduced throughout the curriculum C. Student leadership skills enhanced and participation increased through clubs and other activities
4. Bridgeport	Central H.S.	A. Student Achievement/Instruction B. School Climate C. Student Leadership	A.1 Tardy-detention plan to prevent students from failing A.2. Peer-tutoring for reading A.3. Student recognition procedures A.4. Parent newsletter features student achievement B.1. Reorganized teaching assignments to prevent disruption during lunch B.2. Computerized record for swift action for detentions and suspensions B.3. Varieties of faculty interaction and public relations activities C. Leadership seminars for students representing the diverse student body
5. Bridgeport	Harding H.S.	A. Safe and Orderly Environment B. Student Achievement/Instruction C. Student Leadership	A. Sweep teams B. Student tutorials C.1. Student retreat C.2. Student recognition assembly C.3. Display of student pictures
6. Danbury	Pembroke	A. High Expectations B. Home-School Relations	A. Teacher Expectations for student achievement training B. Increased opportunities for parent interaction
7. East Hartford	Hockanum	A. Safe and Orderly Environment B. Home -School Relations	A.1 Teacher initiated staff development A.2 Positive rewards for students B.1 Business/education partnership B.2 Parent survey
8. East Hartford	Langford	A. Safe and Orderly Environment B. Instructional Leadership	A.1 Positive student reinforcement A.2 Assertive discipline training for teachers B. Procedures to enhance communication between principal and staff (bulletin, announcements, meetings)
9. East Hartford	Norris	A. Safe and Orderly Environment	A.1 Awards for acceptable student behavior and procedures for consistent adult management A.2 Student and teacher involvement in "fun" things (themedays, assemblies, birthday recognitions, etc.) A.3 Improved appearance of building and grounds
10. East Hartford	O'Brien	A. Safe and Orderly Environment B. Home-School Relations	A. Positive reinforcement and rewards to increase the frequency of appropriate student behaviors in unstructured activities B. Open-ended parent and teacher surveys administered for ideas to increase the productive involvement of parents
11. East Hartford	Pitkin	A. Safe and Orderly Environment B. High Expectations C. Student Achievement/Instruction	A. Procedures for entering and exiting the building B. Clear expectations for mainstreaming special education students C. Student writing analyzed, weaknesses identified and new writing program implemented

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12.	East Hartford	Silver Lane	A. Safe and Orderly Environment	A. Teachers, parents and business partner contributed to reorganizing and redecorating media center to enhance use
			B. Home-School Relations	B. Improved parent and community involvement through newsletter, telephone answering service, and parent workshops (attendance, test scores, parenting)
13.	Madison	Academy Street	A. Safe and Orderly Environment	A. Assistance to students in stress through crisis intervention team and faculty advisors
14.	Manchester	Bowers	A. Clear School Mission	A.1 Mission statement written and displayed A.2 Reading program examined to reflect mission statement
			B. High Expectations	B. Review and discussion of literature on grouping practices and instructional techniques to increase achievement
			C. Opportunity to Learn / Time on Task	C. Improved scheduling and communication among grade level, art, music, physical education and special education teachers
15.	Manchester	Buckley	A. Safe and Orderly Environment	A. Increased time in school day for additional social and academic activities
			B. Clear School Mission	B. Mission statement developed, displayed and disseminated
			C. Opportunity to Learn Time on Task	C. Procedures to improve scheduling for art, music physical education
16.	Manchester	Martin	A. Safe and Orderly Environment B. Clear School Mission C. High Expectations	A. Procedures to reduce stress B. School Handbook containing mission published C. Review of skills and techniques to improve instruction for low achieving students
17.	Manchester	Robertson	A. Home-School Relations B. Student achievement/instruction	A. Involvement of parents in reading instruction B. Reading goals refined to increase student mastery and to decrease discrepant scores between low income and all other students
18.	Manchester	Verplanck	A. Safe and Orderly Environment B. Clear School Mission	A. Discipline policy revised B. Mission statement developed
19.	Manchester	Waddell	A. Safe and Orderly Environment	A.1 Procedures and opportunities for improved staff interaction A.2 Discipline policy revised
			B. Clear School Mission C. Leadership	B. Mission statement developed C. Procedures for coordination of instruction between and within grades
20.	Manchester	Washington	A. Safe and Orderly Environment B. Home-School Relations	A. Discipline policy revised B.1 Homework policy developed B.2 Increased opportunities for student/ teacher/ parent interaction
21.	Manchester	Reg. Occupational Training Center	A. Safe and Orderly Environment	A.1 Discipline policy revised A.2 Revised handbook published A.3 Procedures and opportunities for improved staff interaction
22.	Norwich	Buckingham	A. Safe and Orderly Environment	A. Numerous student award and student recognition activities
			B. Clear School Mission C. Home-School Relations	B. Mission statement is evolving C. Numerous opportunities for parent involvement include parent tutors and the use of a telecommunication phone
23.	Norwich	Uncas	A. Safe and Orderly Environment B. Clear School Mission C. High Expectations	A. New discipline policy B. Mission statement developed C. School-wide academic standards and grade-level expectations developed
24.	Norwich	Waquonnoc	A. Clear School Mission B. Home-School Relations C. Opportunity to Learn/ Time on Task	A. Mission statement developed B. Parent/staff collaboration on new school handbook C. Reordered scheduling for art and music for more productive use of time
25.	Putnam	Putnam Elm.	A. Clear School Mission B. Home-School Relations	A. Mission statement developed B. School community survey
26.	Putnam	Putnam Middle Schl.	A. Clear School Mission B. High Expectations C. Home-School Relations	A. Mission statement developed B. Curriculum updated C.1 Parent /teacher communication enhanced C.2 Handbook developed
27.	Putnam	Putnam High Schl.	A. Clear School Mission	A. Mission statement developed
28.	Vernon	Center Road	A. Safe and Orderly Environment	A. School - wide discipline plan established

29.	Vernon	Maple Street	A. Safe and Orderly Environment B. High Expectations	A. Student Council Organized B. Examination of student grouping practices, instructional materials and curriculum
30.	West Haven	Mackrille	A. Safe and Orderly Environment	A. Improved interaction with central office through meetings and newsletters
31.	West Haven	Molloy	A. Opportunity to Learn/ Time on Task B. Home-School Relations	A. Redesign of kindergarten and first grade programs to incorporate a whole language approach and more developmentally appropriate activities B. Teacher/parent workshops, art and music festival, increased teacher responsibility for parent participation
32.	West Haven	Stiles	A. Safe and Orderly Environment B. Opportunity to Learn/ Time on Task	A.1 Redecorated staff rooms and classrooms. A.2 Faculty handbook and inventory of resources produced B. Improved scheduling for students with special needs (remedial assistance, bilingual, etc.)
33.	West Haven	Thompson	A. Safe and Orderly Environment B. Opportunity to Learn/ Time on Task	A.1 Principal's office reorganized A.2 Safety procedures developed and sent to parents B.1 Redefined procedures for student promotion B.2 Improved scheduling for itinerant teachers and students with special needs
33.	Winchester	Hinsdale	A. Opportunity to Learn/ Time on Task	A. Increased instruction time through language arts block and self-contained classes

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CONNECTICUT STATE DEPARTMENT OF EDUCATION

SCHOOL YEAR_____

DISTRICT_____SCHOOL_____

SCHOOL EFFECTIVENESS PROGRESS REPORT

Complete one report form for each action plan worked on this year. Obtain the information for questions #1, 2, 3, 4 and 6 from the action plan itself.

1. Action Plan Focus (School Effectiveness Characteristic)

2. Action Objective*

3. Evidence of Attainment of the Objective

4. What is the scheduled time of attainment of the objective which is stated in the action plan? _____
(Month) (Year)

5. To what extent has the expected evidence been attained to date? (Check one.)
_____a. Evidence has not yet been collected.
_____b. Evidence is as expected.
_____c. Evidence is less than expected. (Explain)

_____d. Evidence exceeds expectations. (Explain)

6. How many action steps does the action plan contain?_____

7. How many action steps have been satisfactorily completed?_____

*For each additional objective in this action plan complete Steps #2, 3, 4 and 5 on a separate page.

8. What actions will be taken to maintain the progress which has already been made?

9. What new actions will be taken to attain the stated objective?

10. If any, what are some unanticipated outcomes of this action plan?

Prepared by the following school planning team members:

(Signature) _____	(Signature _____
(Name) _____	(Name) _____
(Signature) _____	(Signature) _____
(Name) _____	(Name) _____
(Signature) _____	(Signature) _____
(Name) _____	(Name) _____
(Signature _____	(Signature) _____
(Name) _____	(Name) _____

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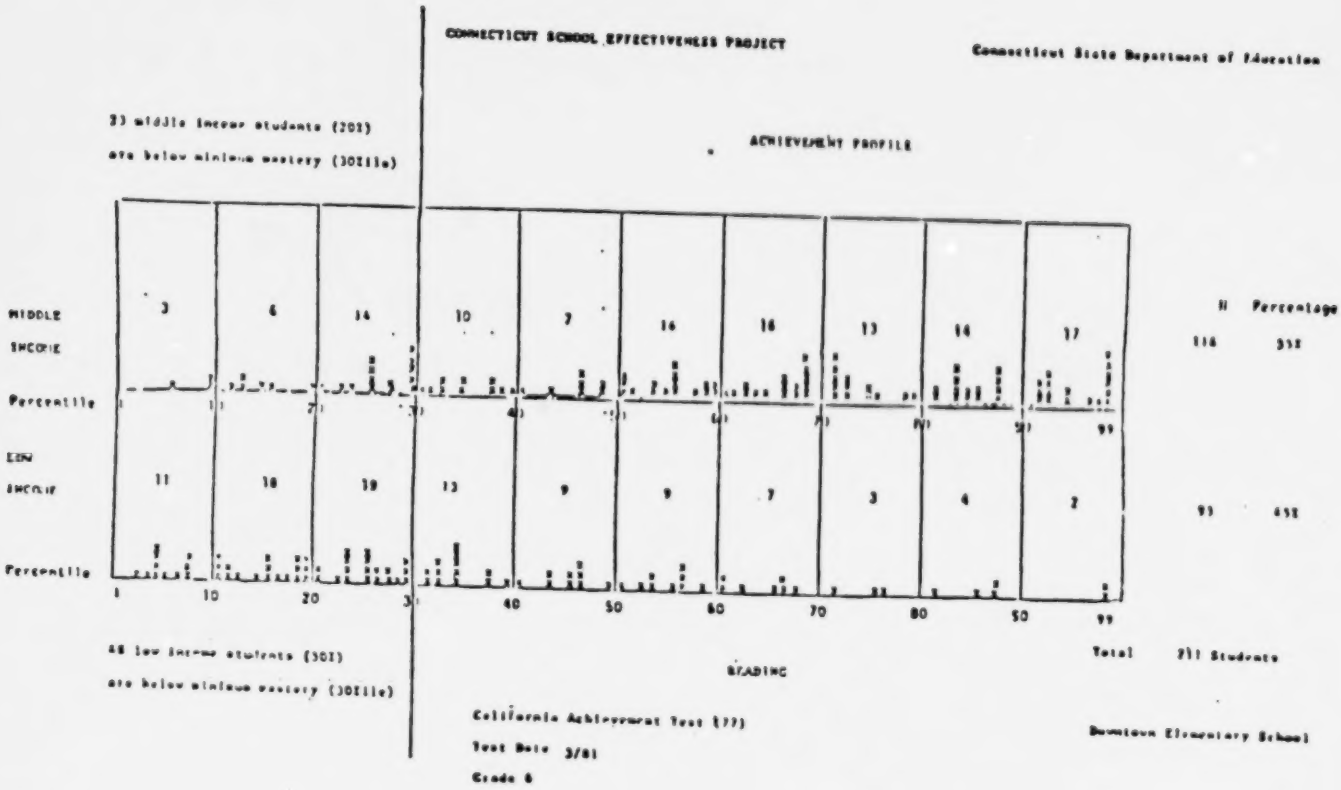

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RESEARCH OPTIONS REPORT
CONNECTICUT MASTERY TESTING PROGRAM
TEST DATE: OCTOBER, 1987
MATHEMATICS TEST
GRADE 6

DISTRICT:

SCHOOL: DISTRICT

MATHEMATICS OBJECTIVES	GROUPS						TOTAL GROUP		
	LOW INCOME			OTHER					
	# STUDENTS	# MAST	% MAST	# STUDENTS	# MAST	% MAST	# STUDENTS	# MAST	% MAST
1. ORDER WHOLE # < 100,000	96	85	86.4%	96	89	92.7%	192	173	89.5%
2. ID PLACE VALUE & USE EX. NOTATION	96	85	88.5%	96	85	88.5%	192	170	88.5%
3. RENAME WHOLE # BY REGROUPING	96	3	3.0%	96	8	8.3%	192	11	5.7%
4. ROUND WHOLE #	96	29	30.2%	96	48	50.0%	192	77	40.1%
5. MULT/DIV # BY 10 & 100	96	50	52.0%	96	69	71.8%	192	119	61.9%
6. ID EQ FRACTIONS USING PICTURES	96	31	32.2%	96	33	34.3%	192	64	33.3%
7. ID EQ FRACTIONS # MIXED #	96	32	33.3%	96	41	42.7%	192	73	38.0%
8. ID DECIMALS FROM PICTURES	96	27	28.1%	96	48	50.0%	192	75	39.0%
9. EXTEND PATTERNS	96	87	90.6%	96	89	92.7%	192	176	91.6%
10. ID PROCEDURE FOR MATHS EST	96	58	60.4%	96	68	70.8%	192	126	65.6%
11. ADD/SUBT WHOLE # AND # AMOUNTS	96	85	88.5%	96	85	88.5%	192	170	88.5%
12. MULT/DIV FACTS	96	93	96.8%	96	90	93.7%	192	183	95.3%
13. MULT WHOLE # AND # AMOUNTS	96	92	95.8%	96	86	89.5%	192	178	92.7%
14. DIV WHOLE # BY 1-DIGIT #	96	66	68.7%	96	76	79.1%	192	142	73.9%
15. ADD/SUBT FRACTS - LIKE DENOM	96	41	42.7%	96	50	52.0%	192	91	47.3%
16. ADD FRACTS - LIKE DENOM W/REGROUP	96	26	27.0%	96	37	38.5%	192	63	32.8%
17. ADD/SUBT FRACTS - UNLIKE DENOM	96	16	16.6%	96	22	22.9%	192	38	19.7%
18. FIND FRACT PARTS OF WHOLE #	96	10	10.4%	96	24	25.0%	192	34	17.7%
19. EST SUM/DIFF OF WHOLE # AND #	96	34	35.4%	96	41	42.7%	192	75	39.0%
20. EST PROD/QUOT OF WHOLE # AND #	96	35	36.4%	96	47	48.9%	192	82	42.7%
21. INTERPRET GRAPHS, TABLES, CHARTS	96	66	70.2%	96	79	82.2%	190	145	76.3%
22. ID GRAPH BEST FITTING GIVEN DATA	96	82	87.2%	96	86	89.5%	190	168	88.4%
23. ID # SENTENCES FROM PROBLEMS	96	28	29.7%	96	57	59.3%	190	85	44.7%
24 SOLVE 1-STEP PROBS--WHOLE # AND #	96	62	65.9%	96	68	70.8%	190	130	68.4%
25. SOLVE PROBS INVOLVING MAKING CHANGE	96	76	80.8%	96	78	81.2%	190	154	81.0%
26. SOLVE 1-STEP PROBS INVOLVING FRACTS	96	26	27.6%	96	34	35.4%	190	60	31.5%
27. SOLVE 2-STEP PROBS--WHOLE # AND #	96	19	20.2%	96	43	44.7%	190	62	32.6%
28. EST REASONABLE ANSWER	96	22	23.4%	96	37	38.5%	190	59	31.0%
29. ID & SOLVE EXTRANEOUS INFO PROBS	96	14	14.8%	96	24	25.0%	190	38	20.0%
30. ID NEEDED INFO IN PROB SITUATIONS	96	40	42.5%	96	66	68.7%	190	106	55.7%
31. SOLVE FITNESS PROB--DATA ORG	96	37	39.3%	96	50	52.0%	190	87	45.7%
32. ID GEOMETRIC FIGURES	96	53	55.2%	96	65	67.7%	192	118	61.4%
33. MEASURE/DETERMINE PARIMETERS/AREAS	96	22	22.9%	96	15	15.6%	192	37	19.2%
34. EST LENGTHS & AREAS	96	15	15.6%	96	24	25.0%	192	39	20.3%
35. PICK RIGHT METRIC/CUST UNIT & MEAS	96	29	30.2%	96	46	47.9%	192	75	39.0%
36. DETERMINE ELAPSED TIME	96	24	25.0%	96	46	47.9%	192	70	36.4%

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